

**The Education Specialist Degree**

In Education Administration Manual

At

**Saint Mary’s University of Minnesota**

 June, 2022

###### Saint Mary’s University of Minnesota

You are enrolled in the

**Schools of Graduate and Professional Programs,**

**Graduate School of Education**

Twin Cities Campus

At 2500 Park Avenue South

Minneapolis, Minnesota 55404

 **Welcome!**

Welcome to the journey into Educational Administration Leadership. Our shared purpose states: We are dedicated to teaching minds and touching hearts, and providing a relevant, rigorous program that builds personal and professional relationships. We strive for accessible programs that empower students to lives of reflective practice and ethical service.

We trust your journey will be filled with opportunities for new vistas as well as insights to leadership, new understandings and perspectives. This journey’s purpose is to help you become a competent, reflective organizational leader. The journey is designed to be collegial; the shared experiences are intentionally designed to be developmental. It is also a personal journey during which we want to instill new appreciations and help you see new options and opportunities. You are expected to participate, not just listen; contribute, not just attend; and grow in understanding. The journey is guided by experienced, qualified practitioners and is benchmarked by the Minnesota Department of Education Administrative Competencies. Our goal is for you to be an educational leader, prepared for challenges and opportunities now and into the future.

**Statement on Academic Quality**

The quality of a Saint Mary’s University education within the Schools of Graduate and Professional Programs is characterized by its relevance and rigor. Relevance refers to the authentic nature of the learning,

* learning that provides meaning and purpose to lives,
* relates to specific occupations and professions,
* is timely and current and
* incorporates skills for seeking personal and professional improvement and innovation.

Academic rigor involves the degree to which students are challenged to learn complex content, engage their intellectual curiosity, explore provocative and ambiguous issues, and master skills of critical inquiry and research. A relevant and rigorous education produces graduates who seek to deepen and expand their discipline knowledge and skills and develop through critical thinking by:

 o framing vital questions clearly

 o evaluating relevant information and its sources

 o demonstrating respectful engagement with others’ ideas, behaviors, and beliefs

 o assessing the congruence between personal norms and ethical principles

 o applying diverse frames of reference to decisions and actions

 o resolving issues based on evidence weighed against relevant criteria

 o developing a subject, including relevance, logic, grasp of subject, and depth of discussion

 o communicating with clarity and coherence

This is the intellectual and empathic foundation for leading ethical lives of service and leadership.

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**The EDS Thesis**

 **Introduction**

Students seeking higher, terminal degrees traditionally have submitted thesis or dissertations to the graduate faculties of American universities in partial fulfillment of the requirements for graduation. The term thesis has come to be used to designate the paper submitted to the master’s and education specialist degree programs, while the term dissertation has been applied to doctorate programs. The difference between them has become the difference between the degrees themselves and varies somewhat in different academic fields.

Doctoral Dissertation

Traditionally, the doctoral dissertation has been the written record the candidate’s individual, original research and scholarship that has successfully advanced the limits of human knowledge. The topic must be appropriate to and significant in the academic field, require a mastery and exhaustive exercise of research techniques, and demonstrate critical thought and facility of expression. The dissertation must, in the professional opinion of the graduate faculty, make an original contribution, and it must demonstrate the candidate’s fitness to continue the advancement of knowledge in the student’s competency.

Education Specialist Thesis

In one sense, the education specialist thesis is a less comprehensive doctoral dissertation. In the education specialist thesis, the student demonstrates ability to accomplish a research project, albeit of more limited scope and far less originality than that demanded of the doctoral candidate. Inevitably, the research and study that culminates in an education specialist thesis will be less comprehensive and less complicated than what is required for the doctorate because the education specialist candidate is not expected to have the level of mastery in the field that the doctoral student has attained. Ideally, the education specialist candidate will find a research project of more limited scope that will result in a contribution to the field of education, but for the most part, the contribution of an education specialist candidate is less complex in scope and depth than the kind of original research accomplished by the doctoral student.

 Thesis Process

In the education specialist program, the emphasis in the thesis is placed upon the candidate’s ability to handle the techniques of action research and to communicate results upon the discovery of new knowledge. The education specialist thesis must, at the same time, represent a window into the advanced education of the student and furnish the training to advance to the doctorate, if that student so desires. In all other regards, particularly the care with which the research is completed and the results prepared for publication in the thesis, the education specialist thesis should be identical with the doctoral dissertation.

 Thesis Content

The education specialist thesis may address such topics as the evaluation and synthesis of academic or knowledge in an academic discipline, comparative studies, creative intellectual projects, expository analyses, or significant research in teaching problems and the organization of new concepts in teaching. Likewise, they may become the evaluation and synthesis of materials and academic content that may be potentially valuable to teaching in general. The research or independent investigation should be closely related to academic subject matter and demonstrate the scholar’s mastery of academic content and research skills as attributes of effective teaching. In other words, the candidate’s objective in writing the education specialist thesis is the development of action research skills that permit the application of scholarship to teaching.

 Specific Expectations for the Thesis Paper

While the specific expectations for the EDS thesis are somewhat flexible, there are guidelines which should help the student during the research project design and thesis writing process. In terms of the number of total pages expected for the thesis itself, the expectation is that the research portion of the thesis is to be minimally sixty pages. More pages will be required to cover the topic, the research conducted, the results, and discuss the implications of the action research thesis project bringing the total number of pages to 80 or more. Students are expected to consult with their advisor/committee chair frequently to ensure a mutual understanding regarding whether the various parts of the thesis are adequately described.

 **Referenced Resources**

In terms of reference resources, it is expected that the number needed to support the main research topic will be thirty or more. The number is flexible but as part of the final rubric describes, the reference resources are expected to cover all aspects of the research topic including:

 those that support it explicitly,

 those that support or explore threads of related research to the student’s topic, and

 those that provide an alternative point of view.

In terms of the age of references, typically the references are expected to be contemporary. References should be written within the previous ten years. In some cases, older resources may be important to include. For instance, resources considered “landmark” in the field, those where a student is comparing or contrasting contemporary understanding with historic practice, or citations of longitudinal studies that extend over many years may include older references.

 **Consultation Expectations**

Students should consult with their advisor/committee chair regarding the length of the paper and the age and number of references.

The advisor/committee chair is responsible for determining whether the thesis is complete and ready for final draft.

The student is responsible for editing including spelling, grammar, usage, voice, etc. as specified later in this manual.

The Committee in general is responsible for determining if the submitted thesis has reached quality expected of an EDS thesis based on the criteria noted in the thesis rubric found in this manual.

 **Committee Presentation Expectations**

The thesis is expected to be presented to the Committee in final draft form. An online copy of the thesis is to be given to each member of the Committee prior to the exit meeting.

The thesis presentation prepared in PowerPoint or similar format should be about 30 to 45 minutes in length and walk the committee members through the research and its results. (Content list found in this manual)

Following the successful presentation of the thesis to the student’s committee, and ok by the student’s advisor, the thesis will be submitting to the SMU library where it will be a put in a folder assessable to other students.

 **The Advisor’s Role**

The education specialist thesis at Saint Mary’s University requires students to complete, document, and analyze the results of an action research project under the guidance of an advisor. The advisor is your instructor for the two completion classes of your EDS degree (EDS 780 and EDS 798) The role of the advisor is to provide guidance, clarification, support and ultimately, confirmation that the education specialist student has successfully completed and described an action research project in accordance with the intentions and formats described in this manual.

 Action Research

The focus of the education specialist degree (EDS) thesis at Saint Mary’s University is action research. Action research, a term commonly heard in discussion by education professionals, is somewhat difficult to define. If several educators are asked to define action research, many different responses can be anticipated.

 **What is Action Research?**

Research typically undertaken to improve an issue or concern in a classroom or school, action research is a reflective process that requires a disciplined inquiry process and discussion of the results as key components of the “research.” Often, action research is collaborative, involving the participation of colleagues who are searching for solutions to everyday, real problems experienced in their teaching, most often seeking ways to improve instruction and increase student achievement. Rather than dealing with the theoretical, action research allows practitioners to analyze concerns that are closest to them, ones over which they can exhibit some influence and create change.

 **Why Educators Use Action Research**

As educators become responsible for making more and more decisions in the operations of schools, they are being held publicly accountable for student achievement results. The practice of action research **assists educators in assessing needs, documenting the steps of inquiry, analyzing data, and making informed decisions that can lead to desired outcomes**.

Action research is more about finding improvements to education practices than establishing truth.

Action research projects seek results that are rigorous and relevant to the topic and population being researched.

Action research focuses on the collection and analysis of data with the purpose of changing a result.

The **goal of action research is to use and build on a reflective process to have and describe an effect on the researcher’s object of the inquiry**.

 **The Action in “Action Research”**

The key concept in the term “action research” is action. Action research as the process implies and requires the researcher to complete three actions:

first, the researcher is to observe a condition in classrooms or the larger school,

second the researcher is to initiate some intervention, and

third, the researcher is to observe and report the effect of the intervention.

Action research is focused on describing the results of the researcher’s active intervention, altering the projected trajectory of the former group practice. Without this active intervention aspect, what the researcher describes may be considered research, but may not be ‘action research’. For instance, simply surveying a population to describe an aspect of the group practice is not in and of itself action research, but surveying a population before, changing a practice or a routine, then surveying to establish the effects of that changed practice is an example of action research.

**Action research should only be completed on topics where the researcher has the ability to: make an intervention, make a change, or take an action**. **In other words, actions that are not outside** **of the researcher’s locus of control.**

 **The Action Research Cycle**

The concept of an action research project typically takes the form of following the action research cycle, **observing an aspect of a practice that is of interest to you that you may question**

 **implementing an intervention to make what you observed better**

 **observing the effect of the intervention, and**

 **then reporting the results**

For instance, if the topic is test anxiety among middle school math students, the process might look like this: have the whole group of students take a series of math tests, survey the group for their level of anxiety, teach test anxiety alleviating strategies to the group, then administer more math tests and survey the group, look at both math test performance and students levels of anxiety.

The thesis is then written to describe why the issue of test anxiety in middle school math students is important to the author, what others have written on the subject, what the methods and structures are for the research project, what the results of the intervention were, what the author can conclude from this project, and what the author might recommend in a general way for others, both for students and for other researchers.

 EDS Degree Program

At Saint Mary’s University, the Education Specialist (EDS) degree is a post master’s degree, requiring thirty-five credits, and is earned in two parts: successfully completing a twenty-nine-credit program at Saint Mary’s University leading to K-12 administrative licensure, two, three-credit courses to complete the thesis and an exit meeting to complete the EDS degree.

 Administrative Licensure

The Education Specialist Degree (EDS) in Educational Administration has three parts.

**First**, students must have earned their master’s degree in an education related field.

**Second**, students must have successfully completed a twenty-nine-credit program at Saint Mary’s University leading to K-12 administrative licensure. Administrative licensure may be earned at Saint Mary’s University in K-12 Principalship, Special Education Directorship, or District Superintendent.

**Third**, students complete an additional six credits. This is a track of courses based on action research. EDS 780 Advanced School Based Research. Action research methods, practices, and thesis writing are topics covered in the first three-credit course. EDS 798 Action Research Seminar, the second three-credit course, is a seminar for the student to complete the Saint Mary’s IRB process, the action research project and complete the thesis writing component of the program. The EDS 799 Exit Assessment Meeting culminates in a zero-credit exit meeting where the student formally discusses the research project and presents the thesis for final review by their advisor and the representative of the University.

EDS 780 is the action research methods course is required and is prerequisite to EDS 798. If the student has extensive prior knowledge in action research methods and acceptable practices, and after consultation with the program director, other elective credits can be supplanted from other Saint Mary’s programs, including masters, EDS, and doctoral courses.

 EDS 780 Advanced Academic Research

Most frequently the three elective credits will be earned by enrolling in EDS 780, Advanced School Based Research. The goal of this three-credit course is to ground the student in action research theories, techniques, procedures, limitations, and documentation of strategies that can be used for school improvement initiatives. In EDS 780, students begin to develop the topic and background for the issue they plan to research and complete the required CITI training modules.

 Students with substantial experience and training in action research may request to take a different three credit course as their elective. Students may choose to partner on an action research project. The EDS instructor will guide the duo process.

 EDS 798 Action Research Seminar

EDS 780 or its equivalent is a required prerequisite to EDS 798, Action Research Seminar. EDS 798 is a three-credit course, is organized as a seminar where students are guided in the process of

 applying to the Institutional Review Board (IRB) to be able to conduct research

 complete the action research and draw conclusions

 complete the EDS thesis and submit it to the SMU library

Working with their advisor, the course instructor, the seminar is organized around supporting the needs of each student during the completion of their thesis and the requirements for the degree.

 EDS 799 Exit Assessment Meeting

EDS 799 is the student’s exit meeting. This zero-credit course is where students present the final version of their education specialist thesis, using an online presentation format like Pp, to their committee. The goal of this course is that at the conclusion of the meeting, the committee can endorse the final thesis and recommend the student for the education specialist degree.

 EDS Thesis Process

 Registering for EDS 780: Advanced Academic Research and EDS 798: Action Research Seminar

Registration for EDS 780 and 798 is completed in consultation with Education Administration Program staff. As part of the EDS 780 course, students will be informed regarding the process and procedures for proceeding with their action research thesis in EDS 798. Obtaining support for the project will be a key part of the EDS 798 course.

Students who believe they should not be required to complete EDS 780 prior to taking EDS 798 will consult either the program director, assistant director, or their instructor for EDS 780. If after this consultation, the student believes he or she should be excused from EDS 780, either because of extensive experience or training in action research strategies, then the department representative will review the circumstances for the request and be the judge regarding the student’s educational plan. Using this Manual to reference the requirements and intent of the EDS course sequence, the faculty member will make a recommendation regarding the student’s EDS course sequence.

In circumstances where the student wishes to appeal the faculty member’s recommendation, appeal is to be made to the EDS Program Director or assistant program director. The Director will review the circumstances and make a final determination regarding the plan for completing the EDS research project and course sequence.

 The Role of the Advisor

The EDS 780 instructor serves as the chair of the student’s thesis advisor and is the key person in the process of completing and presenting an acceptable thesis. The Advisor is primarily responsible for assuring the work of the student effectively meets the expectations of the university as it pertains to the quality of the thesis and the expectations of the student as it pertains to advising and guiding the student through the process of completing the thesis. The Advisor is expected to offer full support from their experiences and background and from the related resources of the university. The Advisor will be engaged with the student throughout the development and completion of the thesis, including:

* **Providing feedback regarding the topic of the research**, issues related to the topic, providing guidance regarding the depth and breadth and magnitude of the literature review, assisting to make the research and writing clear, establishing topic importance, and clarifying the process.
* **Providing feedback on the proposed thesis design**, indicating how the topic is addressed, how the research question relates to existing research.
* **Providing feedback regarding the specific methodology**, suggesting alternative methodologies, where needed. The chair will ensure university policies and considerations are followed as it pertains to research on human participants and that the ethical, moral, legal, and good practice issues are addressed throughout the research and thesis writing process. The use of appropriate, correct, and useful research techniques, instruments, and analyses are also addressed by the Advisor during the development of the thesis.
* **Providing constructive criticism and guidance about the related research summary**, methodology, analyses, and presentation of the thesis, especially as it pertains to the validity of the assumptions, limitations, and impact of the overall research project.
* **Insuring there is evidence of critical thinking during the process of the research project**. The Advisor and student will discuss the overall significance of the research findings or outcomes especially how the project scaffolds on prior knowledge and contributes to new understandings.
* **The advisor offers overall guidance about the acceptability of the thesis**, taking into consideration program norms, thesis form, and style.

Students will meet with and work with their advisor to refine and develop their thesis topic, techniques, and strategies. Students will use the Thesis Rubric for action research projects found in the Forms section of this manual to evaluate their action research topic and project. Student and their advisor will jointly address aspects judged to be below an acceptable standard. Students are expected to check in regularly with their advisor during the completion of their action research project and during the writing of their thesis.

 **The Thesis Rubric**

Students need to consult the thesis rubric in the forms section of this manual for guidance during the development of the project and the writing of the overall thesis. The use of the rubric as the student and course instructor collaborate throughout the development of the thesis will result in a common understanding regarding the rigor and requirements of the thesis. The rubric is designed to assist students, their advisor, and the university’s academic leadership in determining the extent to which a student’s work meets the university’s standards for the final thesis product.

 Embarking on the Research Project

All education specialist thesis projects done at St. Mary’s University are subject to review to determine if the anticipated benefits of the study outweigh the risks associated with participation in it, to ensure the quality and integrity of the research, and guide the student through the research process.

Students will work with their advisor and with other members of the student team to develop the thesis, relying on the EDS thesis rubric in a continuous evaluation while developing the thesis. If changes are deemed necessary by the advisor, the changes must be made, and the revised plan presented to the advisor prior to continuing with the project.

During the writing process, the student is expected to regularly check-in with their advisor to provide guidance to the student as it pertains to rigor, relevance, quality, and direction of the student’s writing and research.

When the advisor is satisfied with the quality of the first three chapters, the student will be given the ok by their advisor to begin their IRB process and to get the school/ district ok for the action research. See the Research Cooperation Agreement Template under Forms in the EDS Manual.

 **CITI Training**

 All applicants for IRB review and all faculty members supervising research submitted for IRB review must complete the Collaborative Institute Training Initiative (CITI) research ethics course. Students completing the EDS Thesis are required to do the same 12 modules as students in the doctoral program who are completing dissertations. There is no charge for CITI training. A minimum passing score is 80 percent. CITI Training is completed as part of the requirements for the EDS 780 Advanced Academic Research. Certificate of completion will be part of the final thesis as an appendix. The completed CITI training is connected to your Cayuse account, so there is no need to attach the certificate of completion to your IRB application.

 **Institutional Review Board Process (IRB)** [**https://irb.smumn.edu/**](https://irb.smumn.edu/)

 IRB Compliance with School District and/ Institutional Policies Regarding Research

 Students completing an EDS research project are expected to comply with the institution or school district policies regarding research involving human participants. Compliance needs to be documented and evidence of compliance needs to be included in the thesis. Confirmation of compliance will include the signature of the district or institution official who is responsible for upholding the policy.

 IRB Collection of Data from Human Participants

The Institutional Review Board (IRB) is responsible for the review of all research involving human participants conducted at or sponsored by Saint Mary’s University of Minnesota. Research may be conducted by students, faculty, staff, our outside entities. The policy regarding the collection of data from human participants includes but is not limited to data collection for class assignments, capstone projects, master’s integrative papers of the thesis, EDS thesis, and dissertations. Additional approvals may be required for research which involves the cooperation of external institutions or agencies.

 **Why IRB**

The IRB seeks to assure that research with human participants is conducted in accordance with legal requirements and ethical principles of respect for persons, beneficence and justice. These principles require the balancing of risks to participants against the scientific knowledge to be gained and the potential benefits to participants and society. This policy is not meant to prevent access to information or opinions within the scope of critical inquiry and scholarship.

 **IRB Approval**

* The individual prepares materials including:
* the Action Research Plan/ Chapter 3 of the template,
* all data collection instruments/tools,
* a study submission through the application system, Cayuse Human Ethics. Instructions for getting started with Cayuse may be found on the IRB site. <https://irb.smumn.edu/> Each student must carefully and **accurately** complete the form,
* and attach the pertinent supporting forms, which include consent forms, cooperation agreement forms, and research notification forms and all instruments/tools used for data collection.
* Procedures for submitting the forms are on the IRB site.

**All research projects must be reviewed and approved by the IRB prior to the collection of any data from human participants for research purposes.**

Application to the IRB for EDS thesis is a requirement for EDS 798 Action Research Seminar. Complete instructions for the preparation of an IRB application may be accessed online <https://irb.smumn.edu/>.

**Your advisor must certify the submission before it can be reviewed by the IRB.** After initial review of a submitted research proposal, the IRB will determine whether the research project is one of the following: 1) exempt from IRB review, 2) subject to expedited IRB review, or 3) subject to full IRB review. **They may also ask for changes to be made in** **the submission and for the student to resubmit.**

* The IRB examines the materials to make a decision regarding approval and/or the need to change aspects of the project.
* The IRB notifies the individual of the decision. The student will resubmit with additional and/or changed information as needed for further consideration by the Board.

**Important note: This process is done in EDS 798 Action Research Seminar and may take up to three weeks or more to be processed and needs to be planned into the student’s completion timeline.**

During the writing process, the student is expected to regularly check-in with their Advisor to provide guidance to the student as it pertains to rigor, relevance, quality, and direction of the student’s writing and research.

When the Advisor is satisfied with the quality of the first three chapters, the student will be given the ok by their advisor to begin their IRB process and to get the school/ district ok for the action research. See the Research Cooperation Agreement template under Forms in the EDS Manual.

 Exit Presentation for EDS 799 Exit Assessment Meeting

As the student nears the completion of their research project and the writing of the thesis, it is the student’s responsibility to contact their advisor to schedule a date and time for the final presentation. This final meeting is commonly referred to as the Exit Meeting. This meeting is typically located on the Twin Cities Campus. In the case of a remote location technology may be used for this meeting.

 The student will contact their advisor to register for EDS 799 Exit Assessment Meeting. Students completing their Education Specialist degree will earn zero credits for EDS 799 Exit Assessment Meeting.

 Forms Required Prior to the Exit Assessment Meeting

The following items, which can be found in the “Forms” section of this manual, and must be brought by the student to the Exit Assessment Meeting:

1. Complete finished copies of the thesis for each committee member shared online at least one week before the exit meeting
2. Presentation slides shared with committee members on line at least one week before the exit meeting
3. Thesis evaluation rubric completed with comments

**\*\*\*Students complete the Application for Graduation by logging into Webtools, choosing Student Academic Record, then select SGPP Graduation Application.**

The committee chair will bring to the Exit Assessment Meeting the following forms:

1. Recommendation for graduation
2. Request for external evaluator stipend, if appropriate

 Check list for preparing for the exit meeting:

* Schedule date for the exit with your university advisor. They will invite a representative from the University.
* Prepare final drafts of thesis after all revisions have been made and approved by your advisor
* Prepare exit meeting presentation, power point etc. get advisor’s approval and share with all committee members at least one week before the exit meeting
* Resume/vitae is updated and included in the final draft of the thesis
* Graduation Fees are paid prior to the exit meeting

 Checklist for the exit meeting:

* Electronic copies of the EDS thesis for all committee members and the student sent to them at least one week prior to the exit meeting
* Send your completed EDS thesis final assessment rubric (found in this manual under forms) to all committee members at least one week prior to the final meeting.
* Completed application for official transcript with appropriate fee. Do not order transcripts until after the exit meeting so your exit grade will be posted and appear on your transcript.
* Final Approval (by your advisor)

 Exit Assessment Meeting General Outline

The Exit Assessment Meeting is expected to be a professional display of the student’s achievements and lasts 30 to 45 minutes. The student’s agenda for their presentation includes the following:

* **Introduction:**
Introduce all of those in attendance at the meeting and their role at the meeting
Review of the student’s professional resumé
Description of the setting for the action research done by the student
* **Action research project overview:**
Description of how the student became interested in the topic
Description of research used, tools used for data collection and findings of the research
* **Description of the researched population studied:**

Highlight age, grade, gender, subgroup populations

Highlight general situation or condition that warranted interest and study

Highlight any special considerations in the population studied

* **Description of the research project:**

The student discusses the research methods used

The student discusses the research resources used

The student asks the committee if there are questions or points that need clarification shared in the printed documents

* **Discussion of results:**

The student discusses what happened during the action research intervention

The student discusses the effect of the intervention on the research population

The student discusses any unintended outcomes

* **Discuss implications, recommendations, directions for further study**
* **Forms are completed, signed, and dated**
* **Congratulations and meeting adjourned!**

**Writing the Thesis**

**Students are required to use the Saint Mary’s University Writing Center during the writing process**

**Write your thesis as a Microsoft word document, no Google documents please. Follow the guidelines in the SMU Intro to APA document on the Writing Center web site**

Reference APA

Students writing theses must use the seventh edition of the *Publication Manual of the American Psychological Association (APA)* and The Writing Center’s *Introduction to APA* [*IntrotoAPA\_7th Edition (1).pdf*](file:///C%3A%5CUsers%5CSusan%20Manikowski%5CDocuments%5CIntrotoAPA_7th%20Edition%20%281%29.pdf)Additional, specific requirements for thesis are included in this manual.

Overall Structure

The thesis consists of the following sections, in this order:

* Abstract title page.
* Abstract.
* Title page.
* Dedication page *(optional).*
* Acknowledgments page *(optional).*
* Table of Contents, including List of Tables and List of Figures pages, where appropriate.
* Begin the pagination of the preliminary pages with *i* centered in the footer of the first page of the Table of Contents.
* Body of the paper – Begin the pagination with *1* in the upper right corner of the first page of
* Chapter 1. Paginate consecutively on every page to the last page of the CV.
* Reference list.
* Appendixes
* Curriculum vitae (CV).

**Font**

A serif font such as Times New Roman is recommended. All text copy must be printed in the same point size: 12-point is preferred. A sans serif font such as Arial may be used for tables and figures if its use improves readability and format. The font size used in tables and figures may be smaller than that used in the text; however, to ensure legibility, use fonts no smaller than 8 points and no larger than 12 points.

Linguistic terms such as words being defined on first reference, and titles of books, journals, newspapers, and magazines, must appear in *italics.*

Although manuscripts submitted for publication must contain a brief manuscript running head, theses do not have a running head.

Margins and Page Numbers

The margins of the thesis must conform to the following guidelines. This includes the appendices, tables and figures, and the curriculum vitae (CV). Set your document’s margins at these measurements:

Left margin: 1 in. Note: Text at the left margin must be justified throughout the thesis.

Right margin: 1 in. Note: Text at the right margin must be ragged not justified throughout the thesis.

Top margin: 1 in.

Bottom margin: 1 in.

On Table of Contents pages (including List of Tables and List of Figures pages), page numbers are indicated in lowercase Roman numerals placed 1 in. from the bottom of the page, centered, beginning with *i* on the first page of the Table of Contents.

Starting with the first page of Chapter 1, an Arabic page number must appear 1 in. from the top edge of the page and 1 in. from the right edge. The first line of text appears 0.38 in. under the page number, or 1.38 in. from the top edge of the paper. To accomplish this, set the top margin to 1.38 in. and the header to 1 in. Note: Some versions of Microsoft Word are defaulted to set the page number at 0.5 in. from the top edge of the paper. Margins must be changed for the theses.

Pages containing tables and figures may be formatted in landscape page set up but this requires knowledge and use of the sections facility in the word processing program. Assistance in doing this is available at the SMU Writing Center. Bound margins must still be 1.5 inch. Page numbers are placed consistently with the rest of the manuscript. Nothing can be in the margins. Page numbers, text, figures, tables, and etc. must be contained completely inside the margins.

Spacing

* Double-space between all text lines throughout the manuscript, including block quotes and the reference list.
* Acknowledgments and dedications must be double-spaced, use regular indents.
* Never use single-spacing or one-and-a-half spacing except in tables or figures.
* Do not leave a heading ‘floating’ at the bottom of a page without accompanying text.
* Begin each chapter on a new page.
* Do not begin each subsection on a new page. Sections should follow one another immediately to avoid large blank spaces.
* One-line “widows” and “orphans” are acceptable at the top and bottom of a page; however, for increased readability, two lines are preferred. Refer to page 39 of *Intro to the APA*.
* Use a single space after end punctuation (e.g., periods, colons).
* Double-space or triple-space between tables and figures and subsequent and preceding text. Be consistent.
* If a table or figure takes up more than three fourths of a page, do not place any additional text on the page.
* End-of-line hyphenation is acceptable in theses. For improved readability, avoid two consecutive end-of-line hyphenations.

Numbers and Percentages

The APA manual has an extensive section (6.32-6.39) dealing with the nuances of presenting numbers. Always check the manual if unsure of the proper style.

1. In general, numbers 10 or greater are written as numerals. There are quite a few exceptions, including at the start of a sentence and when two numbers appear consecutively.

Fifteen men participated in the study. But twelve 13-year-old children refused to state their gender.

1. Write as numerals all numbers that denote a specific place in a numbered series or in parts of books and tables, and each number in a list of four or more numbers*.* Use a percentage sign, not the word *percent*, unless connected to a number at the start of a sentence.

As noted in Table 4, company profits have risen by 9% since November 1994, while workers’ wages rose by 2%.

1. Write as numerals all numbers that represent time, dates, ages, or points on a scale; numerals as numerals; and numbers preceding a unit of measurement.

A similar study was completed 6 years ago.

Within the past 2 decades, the rate of growth in real wages has decreased.

On a 7‐point Likert scale, the FDA was rated an average of 2.

The Pirates won two pennants during the 1970s.

Note: There is no apostrophe in plural numbers: *1970s*, not *1970’s*.

The children scored 6s and 7s on the exam. None was able to score a 10.

We live 5 miles from downtown.

She drank 3 pints of ale.

1. Ordinal numbers follow the pattern of cardinal numbers.

She was the sixth one through the door; he was the 11th one through.

You are in the 2nd year of graduate school.

1. Review the APA manual carefully for rules on fractions and other mathematical functions, such as ratios

Nearly three fourths of the American people have stated their displeasure with the previous administrations.

A two‐thirds majority indicated they had not yet purchased a luxury car, a clear sign of the economy’s weakness.

More than 2 times as many people use disposable razors now than in 2002 (Sainio, 2009).

1. School grades are numbered according to whether the number occurs after a noun or before

a noun.

My daughter starts Grade 4 in the fall. My son starts Grade 11.

My daughter will be a fourth grader. My son will be an 11th grader.

Capitalization

Below are capitalization guidelines that are often applicable to the EDS thesis. Additional guidelines can be found in the APA Manual, sections 6.13-6.21.

1. Do not capitalize the names of job titles unless they immediately precede a person’s name.

The vice president of the United States is the second in command.

Vice President Nelson Rockefeller came from a wealthy family.

An associate professor in the English Department has many responsibilities.

 Professor B. F. Persky has published an article in an acclaimed journal.
 The queen of England in the post-WWII era has been Queen Elizabeth.

2. Do not capitalize words related to schools when they are used generically. Capitalize such words when used with the name of a school.

the junior high school

Churchill Area Senior High

this university

Saint Mary’s University

Terms designating academic years are lowercase: freshman, junior.

3. Proper names associated with topographical features, geographical locations, and names of organizations are not discussed at length in APA. Recommended is *The Chicago Manual of* *Style’s* extensive sections on such terms. In general, follow these examples:

• the state of Washington; Washington State; New York State

• the East Coast; the West Coast

• the South; the southeastern United States

• the Columbia River; the Columbia River valley

• the Allegheny, Monongahela, and Ohio Rivers; Mediterranean Sea

• a senator; Senator Barack Obama

• the Congress; congressional; the Senate, the House, the Court (as Supreme Court of the United States); juvenile court

• the Democratic Party; a democrat; communism

**SAMPLE PAGES**

 (The page numbering system for the manual is suspended in the sample pages to show how page numbering should appear in your final paper)

Download the Template [HERE](https://write.smumn.edu/wp-content/uploads/2022/06/EDS-Template-for-Capstone-Project-.docx): https://write.smumn.edu/wp-content/uploads/2022/06/EDS-Template-for-Capstone-Project-.docx

**Title of Paper**

By Your Name

Month Year

A Thesis

Submitted to the Graduate Faculty

Of Saint Mary’s University of Minnesota in Partial Fulfillment

Of the Requirements for the Degree of

Educational Specialist

Minneapolis, Minnesota

20xx

**Abstract**

In the first couple of sentences of the abstract, describe the overall research problem being addressed and indicate why it is important (i.e., who would care if the problem is solved). You can include a general introduction of the issue in the first sentence, but you need to quickly move to a clear statement of the research problem being addressed. Identify the key results, one or two conclusions, and recommendations that capture the heart of the research. Conclude with a statement on the implications for positive social change. Do not include citations in the abstract. The abstract should not exceed one page.

Dedication Page (optional)

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Sub Research Questions of the Literature Review

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Review of Literature

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Action Research Plan

Background Information and Purposes of the Action Research Project

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Definition of Terms

Research Design

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Validity and Reliability

Ethical Considerations

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Chapter One

**Research Problem to be Investigated**

Purposes, Assumptions and Limitations

 In this section include the reason or purpose and rationale for this study. Also included will be any assumptions that were made during this study. These assumptions may include assumptions in design, development, and implementation of the study.

Justification

 This section provides justification for this study. It may include rationale provided by a district or department situation. Provide background information as part of the justification. Justify the design of the study that was developed and implemented. Provide rationale for the subjects selected to participate, and the instruments used to gather the data needed to address the purpose of the study. Review what has occurred previous to this study, if applicable. Include definitions of instruments used, if not well known, instruction that will be provided for validity and reliability of the study and its components, and any additional information that would provide justification for your study.

**Overarching Research Question of the Literature Review**

This is the big question you are answering with your action research. It is stated the exact same way each time you state it in your paper.

Sub Research Questions of the Literature Review

 Write the sub questions you want answered by your Literature Review that will provide you with the background information you need to develop an action research project that will positively impact the academic achievement of students. Be sure to write questions broad enough to provide you with enough information and yet narrow enough so that you are not overwhelmed by the amount of information you read.

**Chapter Two**

**Review of Literature**

 Write a narrative that reviews the information found in enough sources to provide you with a solid review of the information and research already done on your topic. Use as many primary sources as possible, as they provide you with data from studies that have been done. This review will recap what was read in the literature that addresses the purpose of the study. Subheadings will be used to guide the reader and must be included in the Table of Contents. The subheading will be printed in bold font on the left-hand margin of the paper. The first line of print is indented on the line below the heading. Write using third person, past tense in this section. See the headings in other sections to see how headings should appear. But here is an example of how headings might appear in a paper on fruit:

**Chapter Two**

**Review of Literature**

**History of Changes to Fruit**

(1ST level heading-biggest section)

**Ancient Fruit**

(Ancient fruit is 2nd level: a division of the heading **History of Changes to Fruit**)

**Mendelian Genetics**

(Mendelian Genetics is 2nd level: a division of the heading **History of Changes to Fruit**)

**Genetic Modification**

(Genetic Modificationis 2nd level: a division of the heading **History of Changes to…**)

**Types of Fruit**

(1ST level heading-biggest section. Because we are no longer talking about history, I need a new section that is equal to **History of Changes to Fruit**)

**Citrus Fruit**

(2nd Level)

***Oranges***

(3rd Level-This is a division of **Citrus Fruit**)

***Grapefruit***

(3rd Level-This is a division of **Citrus Fruit**)

***Limes***

(3rd Level-This is a division of **Citrus Fruit**)

***Lemons***

(3rd Level-This is a division of **Citrus Fruit**)

**Apples**

(2nd Level)

***Fuji***

(3rd Level-This is a division of **Apples**)

***Granny Smith***

(3rd Level-This is a division of **Apples**)

**Bananas**

(2nd Level)

 Organize your material in a logical manner that supports your topic. Be careful of the book report model of the literature review where you describe the work of one author and then another. You need to synthesize information on your topic from several researchers through the lens of your question. Background information provides the reader with what has happened up to this time in relation to your topic.

 Only information read and reviewed is included in this section. Begin the narrative with a short introduction, stating your overarching research question followed by a description of how the research has been organized in your Literature Review. This would include your sub questions of the Literature Review. This is followed by the body of the review and ends with a summary section of what was read and reviewed. This section of your paper should be approximately 60 pages in length.

**Chapter 3**

**Action Research Plan**

Background Information and Purposes of the Action Research Project

 Use this section to state specifically the purposes of your project, interjecting information gathered from your review of the literature to direct and focus your study. Begin each paragraph with an indent. Be thorough in your report of the background information and provide rationale for the purposes of your study.

Overarching Research Question and Sub Research Questions of the Research Review now Action Research Project.

 The Action Research Project addressed the following question(s): Write your questions here.

**Overarching Research Question**

***Sub Research Questions***

(These are the same questions used in your Literature Review)

Definitions of Terms

***Term One***

Define the term, using a grammatically complete sentence. Definitions should be derived from professional or academic sources, not from dictionaries, and should include an APA style citation.

***Term Two***

Note that major works are capitalized in Level 1 and Level 2 headings. But in level 3 headings, only the first words are capitalized. Note also that every level must contain at least 2 headings at that level.

Research Design

 A sample of each tool you will use are discussed here and placed in a separate

appendix at the end of your paper.

 This is a comprehensive discussion about how you conducted your study. In the following sections you will provide: an introduction to your study, background information and all information to help the reader understand the importance and relevance to the subjects, school, or site of the study.

 In this subsection identify the design methodology for your study (for example, “This study was a quantitative, non-experimental comparative study”).

Population

 Define the subjects of your study. Be all-inclusive and specific with your description. Include such information as diversity and student demographics. (This data may be included in tables or figures to provide specificity to the narrative information.)

Sample

 In this section, you will discuss the smaller groups of subjects who were selected to participate in the study and including how they represent the larger population from which they were selected. Include the selection process that was used to select the subjects and any limitations to the selection process. Include any factors that were taken into consideration to limit threats to the validity or the reliability of the study.

Instrumentation

 Thoroughly describe each instrument and how each instrument was scored. Include information on rubrics used, scores given to surveys, Likert scales, or other measures used. Also include information about where the instrument came from or how you designed it, how you piloted it, improvements (if any) you made as a result of the pilot, and so on.

Procedure

 At this point you will provide information about how the study was designed. Describe what was done to gather the information necessary to complete the study and why that information was needed. This section will probably have several subheadings because each different data gathering technique will have its own section. These headings may include: Study Timeline, Interviews, Pre and post-test assessments, Likert survey, and Questionnaire, among others. Be specific in describing the exact detailed procedures that were used, any changes that you made to the procedures and how you progressed, limitations you ran into, obstacles that you encountered, assistance you received, etc. Explain your rationale for including each instrument, or procedure used.

Validity and Reliability

 In this section discuss the forms of validity that were addressed in the study and how they insured that the information gathered was valid and reliable. If there is a question about validity of an instrument, further discussion on why the instrument was used is warranted. This is a very important part of the design. Much thought must go into the discussion of the instruments used. Discuss any internal or external threats that were possible threats to the study and how they were addressed so as not to affect the results.

 Reliability of the instruments is also addressed. A discussion of inter-rater reliability tests that are used should be included in this section. Also include a discussion of results that were gathered during the use of these tests. Formula used is also appropriate for this section with a discussion following it. Subheadings may be included in this section and may include such heading as: Measures of Inter-rater Reliability, Comparison of Scoring Sessions.

Ethical Considerations

 In this section, describe steps you took to assure the study meets ethical standards for educational research. Be sure to address the points identified in the modules on ethics.

Concerns and Limitations

 In this section discuss the concerns and limitations that were considered during the development and implementation of this study. Include concerns and limitations with the instruments used and the data gathered. Determine if these could be used of the data for reasons other than those stated in the design of the study.

**Chapter 4**

**Results**

 In this section, report the data obtained from your action research project. Include any tables and figures necessary to illustrate your findings.

Findings

 This is the section in which what was found in the data is revealed and discussed. Narrative information may be interspersed with graphs and tables, correctly labeled and headed, to explain what is being shown. Be specific about all areas researched. Break the information down into pieces that answer one finding at a time.

Interpretation of Results

 In this section explain the significance of the results--what they mean and why they are important. The discussion should be thorough and include information about how the results relate to your research question. Any limitations or factors that should be taken into account when interpreting the results should be included here.

Application and Conclusions

 In this section explain how your research will influence your professional practices. Use the first person when describing how you will apply the results of the action research and of the findings of the literature review. This section should be thorough and detailed.

**Chapter Five**

Next Steps Forward: Implementation

 Create a plan or course of action for applying the findings from your literature review and action research. You are to apply the knowledge and skills gained in the course, literature review, and action research in a summative discussion of the leadership actions that can be implemented in your current setting or another setting. Suggest any changes needed to further implement your findings.

**References**

 Put a hard page break before you begin this page to ensure that the reference page always begins at the top of a new page.

Begin typing on the line directly below the heading, References. Do not press the Enter key until the entire entry has been typed. Press Enter to begin the next entry. The references below are provided only as examples. (By typing over this entry, you will have the correct hanging indent format for this section.)

Dewan, S. (2010, February 12). Experts say schools need to screen for cheating. *The New York Times.* http://www.nytimes.com/2010/02/13/education/13erase.html?ref=education

Gibbs, J. T. (Ed.). (1991). *Children of color.* Jossey-Bass.

Harding, T. (2010). Fostering creativity for leadership and leading change. *Arts Education Policy Review*, *111*(2), 51-53. https://doi.org/10.1080/10632910903455827

Rhodes, C., & Brundrett, M. (2009). Growing the leadership talent pool: Perceptions of heads, middle leaders and classroom teachers about professional development and leadership succession planning within their own schools. *Professional Development in Education, 35*(3), 381-398. ERIC database. (EJ863450)

(Add a hard page break after the last source in your reference list to ensure that the appendices begin on a new page.)

**Appendixes**

 The information you put in the appendix or several appendixes is additional information in the form of tables, additional sources of information, not included in the literature review, materials prepared prior to sharing the results, or any other material may be included in this section. This may also include any grants written as a result of this study.

 If your thesis has only one appendix, label it “Appendix”; if there are multiple appendixes, label each with a capital letter (e.g., “Appendix A,” “Appendix B”). You must refer to each appendix at least once in your text (e.g., “See Appendix B”). See Section 2.14 of the APA Manual for additional formatting guidelines.

**Curriculum Vitae**

 The curriculum vitae (CV) is the final item listed in the table of contents. A copy of the Author’s CV must be included at the end of the thesis. The CV may be formatted in either basic outline form, as a résumé, or in full-sentence form. The CV must conform to the same margin specifications as the thesis and be included in the pagination

**Publishing Instructions:**

 Prior to graduation, Saint Mary’s Ed.S. students must submit a Microsoft Word copy of their thesis to the Twin Cities Campus Library. Thesis will be stored in a password protected folder, accessible only to current Saint Mary’s students, faculty and staff. A librarian will catalog the thesis in SuperSearch and in WorldCat, a national library catalog. All student’s theses must be reviewed and approved by a librarian before being added to SuperSearch and WorldCat. Twin Cities Library may lend electronic copies to alumni upon request and to members of the public through library interlibrary loan.

**Thesis Publishing Process Map:**

Instructor sends canned email to student, including link to the Library’s form.

Instructor

approves thesis.

Student fills out Library’s form and includes an MS Word copy of the thesis.

Library staff:

* Add “Do not disseminate” page to top of dissertation document.
* Convert MS Word document to a PDF.
* Save dissertation to a password protected folder on the library website.
* Catalog dissertation in SuperSearch and in OCLC.
* Link to the password protected dissertation in the catalog record.
* Email student and cc PD that the thesis is in SuperSearch and how to:
	+ Get articles published based on their thesis
	+ Disseminate their thesis
	+ Purchase bound copies of their thesis, if desired

Program Director:

* Reads Twin Cities Library’s email.
* Notes on the approval form that the thesis was added to SuperSearch.
* Graduates student, provided other requirements have been met.

As needed, the library staff:

* Send the dissertation as a PDF to alumni upon request.
* Send the dissertation as a PDF to for interlibrary loan requests.
* Maintain dissertation publishing policies on the library website.
* Link to the dissertation publishing policies in program handbooks.

EDS Rubric

Student’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Committee Chair \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Not acceptable -0 pts | Beginning -2 points | Competent3 -4 points | Exemplary -5 points |
| Research question, Rationale,SignificancePoints this section | * Questions are not researchable.
* Questions not timely or relevant.
* Questions do not reflect the program's philosophy and guiding principles.
* Description of content not clear.
 | * Questions somewhat researchable.
* Questions not timely or relevant to the program
* Questions somewhat reflect the philosophy and guiding principles of the program.
* Description of the context is unclear or confusing.
 | * Questions are researchable.
* Questions are timely.
* Questions reflect the philosophy and guiding principles of the program.
* Description of the context is clear.
 | * Questions researchable and could potentially make a contribution to the field.
* Questions are relevant, timely and offer new insights into the subject of the research.
 |
| Literature ReviewPoints this section | * Lit review does not cite salient research or theory. Or research and theory cited is inadequate.
* Lit review does not include sufficiently contemporary research.
* Lit review does not identify research gap that needs study.
 | * Lit review cites research and theory in the field of study that is salient or comprehensive but not both.
* Lit reviewed includes some contemporary research in the topic.
* Lit review identifies gaps in research that demands further study but does not support it well.
 | * Lit review cites salient research in the field.
* Lit review includes contemporary research in the topic.
* Lit review has appropriately identified a gap in the research that warrants further study.
 | * Lit review cites comprehensive research and theoretical knowledge of the field.
* Lit is synthesized, appropriate connections made.
* Connections substantiate this research.
 |
| MethodologyPoints this section | * Plan for studying research questions are not clear or systematic.
* Methods chosen are not reasonable given the research question.
* Rationale for the methodology unclear.
 | * Plan for studying research questions are clear or systematic, not both.
* Methods chosen are appropriate given the research questions.
* Weak rationale for research methodology
 | * Plan for studying research questions are clear, systematic.
* Methods chosen are appropriate.
* Methodology plan is sound and well-supported.
 | * Rationale for methodology is very well developed, sophisticated.
* Methodological rigor is evident, at a high level.
 |
| Data Collection and AnalysesPoints this section | * Process of data collection is not systematic or thorough.
* Inadequate data collected.
* Data collected is inappropriate for topic.
 | * Process of data collection is reasonable but not thorough.
* Data collected minimally acceptable for design and planned analyses.
* Justifications weak for changing the original plan.
 | * Data collection process is systematic and thorough.
* Data collected are adequate for the design and analyses.
* Changes to original plan justified.
 | * .Design changes are substantiated by data.
* Data reflects the intent, direction of the study.
 |
| ResultsPoints this section | * Analysis techniques are not appropriate for the data.
* Results from raw data are not well summarized.
* Results not clearly articulated.
 | * Analysis techniques used are minimally appropriate for the purpose and scope of the study.
* Results from raw data are summarized a more clear, systematic format needed.
* Results include graphs or tables appropriately, but without APA style.
* Assessment results used but not thoroughly described.
 | * Analysis techniques used are appropriate for the purpose and scope of the study.
* Results from raw data are summarized clearly.
* Results includes clearly articulated in APA style.
* Assessment data and results adequately described.
 | * Analysis includes techniques beyond normal scope of this level of research.
* Written presentation of results suggest a thoroughly analytical interpretation.
* Relationships among data are presented graphically.
 |
| DiscussionPoints this section | * Invalid or incomplete interpretation of data.
* Trends or patterns in data not clearly identified.
* Inadequate description of meaning of results.
* Assessment of impact of intervention missing.
* Results not tied to research.
 | * Partial interpretation of data.
* Trends or patterns in data marginally identified.
* Marginal description of meaning of results.
* Assessment of impact of intervention is valid, but minimally explained, analyzed.
* Results not tied well to research.
 | * Valid interpretation of data.
* Trends or patterns in the data clearly identified.
* Adequate description of meaning of results.
* Assessment of impact of intervention is valid.
* Results confirm or refute previous research.
 | * Interpretation of data shows synthesis of previous and current research.
* Trends or patterns clearly identified in the data.
* Description of meaning of results pushes knowledge and understanding of the subject.
 |
| ConclusionPoints this section | * Little or no reflection.
 | Reflection on research process includes some but not all:* what the study has shown
* limitations (generalization, validity issues)
* ways the research study could be improved
* suggestions for further study
* ways future teaching/professional practice is informed
 | Reflection on research process includes:* what study shows
* limitations (generalization, validity issues)
* ways research study could be improved
* suggestions for further study
* ways future teaching/professional practice is informed
 | * Reflection ties the study to new potential direction in the field.
 |
| Quality of Writing,VoicePoints this section | * Citations not correct.
* Academic language not used.
* Organized poorly.
* Unclear writing.
 | Some but not all of the following:* Citations properly formatted.
* Academic language used.
* Clear focus, well organized.
* Conceptual clarity.
 | * Use of proper citations consistently.
* Demonstrates ability to use academic language.
* Clear focus, well organized.
* Conceptual clarity
 | * Clearly developed analysis and arguments that show relationships between all the components of research.
 |
| Overall APA format | * Does not conform to APA style
 | * Many aspects do not conform to APA style
 | * A few aspects do not conform to APA style
 | * Thesis conforms to APA guidelines
 |

Total points\_\_\_\_\_\_\_\_\_\_\_/45 possible

**This form is completed after the student’s Exit Assessment Meeting for the Program Director:**

Saint Mary’s University of Minnesota

**EDS Degree**

**GRADUATION APPROVAL FORM**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anticipated Graduation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thesis presentation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The above named student has presented an thesis for consideration for the EDS degree to the following committee:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: EDS Committee Chair

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: EDS Committee member

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: EDS Committee member

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: EDS Committee member

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Department Representative

Recommend for Degree? (Check if yes)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ : Committee chair's signature

Program requirements met \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Program Director signature

This form is to be given to the Program Coordinator..